

Correlation to the  
**Indiana Common Core  
State Standards for  
English Language Arts,  
Grade 1**

**Literacy by Design  
Grade 1**



**COMMON  
CORE**



HOUGHTON MIFFLIN HARCOURT

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Grade 1**

correlated to the

**Indiana  
Common Core State Standards English Language Arts  
Grade 1**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and Details</b>	
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	<p><b>Whole Class Charts</b>  <b>Volume 1:</b> 14, 15, 32, 33, 41, 42, 50, 51, 59, 60  <b>Volume 2:</b> 86, 87, 104, 105, 122, 123</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  40–41, 44, 46–47, 304–305, 310–311, 312–313, 314–315,  322–323, 326–327, 328–329, 358–359</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  3, 14, 19, 29, 30, 43, 48, 54, 55, 99, 100, 163, 164, 165, 168,  218</p> <p><b><u>Essential Resource Guide</u></b>  37, 38, 39, 40</p>

Standard	Descriptor	Citations
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p><b><u>Whole Class Charts</u></b> Volume 2: 113, 114</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 404–405, 408, 410–411, 412–413, 414–415, 416–417, 420–421, 422–423, 426–427, 428–429, 456–457</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 6, 18, 28, 33, 83, 173, 268, 293, 303</p>
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	<p><b><u>Whole Class Charts</u></b> Volume 2: 113, 114</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 86, 224, 350, 356</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 50, 59, 93, 94, 124, 165, 213, 228, 233, 284, 288, 294, 299, 318</p> <p><b><u>Essential Resource Guide</u></b> 9, 10, 13, 14, 41, 42</p>

Standard	Descriptor	Citations
	<b>Craft and Structure</b>	
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b><u>Comprehensive Teacher's Guide</u></b> 74–75, 76–78, 80–81, 82–83, 84–85, 86–87, 90–91, 92–93, 96–97, 98–99, 126–127
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b><u>Comprehensive Teacher's Guide</u></b> 58, 124, 190, 290, 312, 322, 388, 454, 520  <b><u>Small Group Reading Teacher's Guide</u></b> 24, 114, 120, 145, 149, 150, 155, 159, 160, 164, 184, 185, 190, 195, 200, 224, 230, 235, 240, 265, 270, 275, 280, 304, 310, 315, 320  <b><u>Essential Resource Guide</u></b> 3, 4, 5, 6
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.	<b><u>Comprehensive Teacher's Guide</u></b> 59, 89, 207, 213  <b><u>Small Group Reading Teacher's Guide</u></b> 94
	<b>Integration of Knowledge and Ideas</b>	
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	<b><u>Comprehensive Teacher's Guide</u></b> 416  <b><u>Small Group Reading Teacher's Guide</u></b> 24, 44, 243, 259, 263,
<b>RL.1.8</b>	(Not applicable to literature)	N/A

Standard	Descriptor	Citations
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	<p><b><u>Comprehensive Teacher's Guide</u></b> 86</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 123, 208</p>
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<p><b><u>Big Books</u></b>  <i>The Bear Who Wouldn't Share</i>: 1–24  <i>On the Move</i>: 1–16  <i>Shark in the Park</i>: 1–16  <i>The Bell in the Well</i>: 1–24  <i>Fox, Beware!</i>: 1–16  <i>What a Duck!</i>: 1–24  <i>A Play for All</i>: 1–24  <i>The Underground Dance</i>: 1–24</p> <p><b><u>Whole Class Charts</u></b>  <b>Volume 1</b>: 4, 7, 9, 13, 18, 25, 27, 31, 34, 36, 40, 43, 45, 49, 54, 58, 61, 63, 67, 70  <b>Volume 2</b>: 76, 79, 81, 85, 90, 94, 97, 99, 103, 106, 108, 112, 115, 117, 121, 124, 126, 130, 133, 135, 139, 144</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 26, 28, 126, 160, 292, 324, 358, 424, 490</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 4, 19, 24, 25, 44, 69, 88, 98, 238, 289, 298, 304, 309, 319</p>

Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
	<b>Key Ideas and Details</b>	
<b>RI.1.1</b>	Ask and answer questions about key details in a text.	<p><b><u>Comprehensive Teacher's Guide</u></b> 48–49, 50–51, 52–53, 56–57, 58–59, 62–63, 64–65, 94–95, 316–317, 320–321</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 68, 118, 193, 223, 313</p> <p><b><u>Essential Resource Guide</u></b> 37, 38, 39, 40</p>
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.	<p><b><u>Comprehensive Teacher's Guide</u></b> 404–405, 408, 410–411, 456–457</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 18, 33, 38, 40, 118, 143, 253, 254, 268, 303</p>
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><b><u>Whole Group Charts</u></b> <b>Volume 2:</b> 77, 78</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 8–9, 12, 14–15, 60–61, 272–273, 278–279</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 58, 71, 78, 108, 118, 143, 158, 228, 233, 248, 283, 318</p>
	<b>Craft and Structure</b>	
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p><b><u>Comprehensive Teacher's Guide</u></b> 13, 45, 111, 174, 177, 306, 308, 309, 375, 441, 472, 474</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 29, 30, 61, 62</p>

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p><b><u>Comprehensive Teacher's Guide</u></b>  58, 190, 322, 328, 388</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  145, 150, 155, 190, 195, 200, 230, 235, 240, 255, 275, 310, 315, 320</p>
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><b><u>Comprehensive Teacher's Guide</u></b>  190, 388</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  63, 105, 190, 193, 195, 200, 313, 315, 320</p>
	<b>Integration of Knowledge and Ideas</b>	
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.	<p><b><u>Comprehensive Teacher's Guide</u></b>  8, 40, 74, 106, 140, 172, 206, 238, 272, 304, 338, 370, 404, 436, 470, 502</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  10, 24–25, 42, 44, 74, 105, 110, 115, 193, 263, 270, 313</p>
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text.	<p><b><u>Small Group Reading Teacher's Guide</u></b>  3, 43, 53, 223</p>
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p><b><u>Comprehensive Teacher's Guide</u></b>  58, 78</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  58, 78, 233, 253, 254, 255</p>

Standard	Descriptor	Citations
	<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade 1.	<p><b><u>Big Books</u></b>  <i>Schools Then and Now</i>: 1–16  <i>Luisa’s Lab</i>: 1–16  <i>What Do I Want to Be?:</i> 1–24  <i>How Should I Dress?:</i> 1–16  <i>My Adventure With Fluffy</i>: 1–24  <i>How to Grow a Sunflower/How to Grow a Hyacinth</i>: 1–6/1–8  <i>Citizens to Look Up To</i>: 1–24  <i>Amazing Animals</i>: 1–16</p> <p><b><u>Whole Class Charts</u></b>  <b>Volume 1</b>: 16, 52  <b>Volume 2</b>: 88, 142</p> <p><b><u>Comprehensive Teacher’s Guide</u></b>  60, 192, 258, 390, 522</p> <p><b><u>Small Group Reading Teacher’s Guide</u></b>  24, 29, 34, 39, 64, 69, 74, 79, 109, 114, 119, 144, 149, 154, 158, 159, 184, 194, 199, 224, 229, 234, 239, 264, 269, 274, 279, 309, 314, 319</p>



Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
	<b>Print Concepts</b>	
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print.	
<b>RF.1.1a</b>	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p><b><u>Comprehensive Teacher's Guide</u></b> 184, 250, 316, 514</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 34, 64, 74, 79, 99, 114, 119, 184, 214, 229, 234, 239, 244, 264, 274, 299, 314</p>
	<b>Phonological Awareness</b>	
<b>RF.1.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>RF.1.2a</b>	Distinguish long from short vowel sounds in spoken single-syllable words.	<p><b><u>Whole Class Charts</u></b> <b>Volume 1:</b> 4, 18, 27, 36, 45 <b>Volume 2:</b> 99</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 8, 14, 16, 17, 18, 20, 32, 56, 58, 60, 61, 62, 64, 90, 92, 94, 95, 96, 98, 122, 124, 126, 127, 128, 130, 156, 158, 160, 161, 162, 164, 354, 356, 358, 359, 360, 362, 420, 422, 424, 425, 426, 428</p>

Standard	Descriptor	Citations
<b>RF.1.2b</b>	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 4, 18, 22, 27, 31, 36, 40, 45, 49, 54, 58, 63, 67, 72  <b>Volume 2:</b> 76, 81, 85, 90, 94, 99, 103, 117, 121, 126, 130, 135, 139, 144</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  106, 114, 122, 126, 206, 214, 304, 312, 370, 378, 486, 490, 502, 510</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  1, 6, 21, 26, 36, 41, 46, 51, 66, 71, 76, 91, 101, 111, 126, 146, 161, 181, 186, 206, 211, 216, 226, 236, 246, 256, 281, 286, 301, 306, 311, 316, A36</p>
<b>RF.1.2c</b>	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<p><b><u>Comprehensive Teacher's Guide</u></b>  74, 82, 172, 180, 272, 280, 420, 424</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  6, 31, 129, 131, 166</p> <p><b><u>Essential Resource Guide</u></b>  1, 2, 23, 24, 43, 44</p>

Standard	Descriptor	Citations
<b>RF.1.2d</b>	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p><b>Whole Class Charts</b>  <b>Volume 1:</b> 4, 18, 22, 27, 31, 36, 40, 45, 49, 54, 58, 63, 67, 72  <b>Volume 2:</b> 76, 81, 85, 90, 94, 99, 103, 117, 121, 126, 130, 135, 139, 144</p> <p><b>Comprehensive Teacher's Guide</b>  90, 94, 122, 126, 188, 192, 288, 292, 404, 412, 502, 510</p> <p><b>Small Group Reading Teacher's Guide</b>  1, 11, 16, 21, 26, 36, 46, 56, 61, 66, 71, 101, 106, 111, 116, 121, 126, 141, 146, 161, 181, 186, 206, 211, 246, 256, 261, 276, 286, 301, 306, 311, A36</p> <p><b>Essential Resource Guide</b>  1, 2, 23, 24, 43, 44</p>
	<b>Phonics and Word Recognition</b>	
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.1.3a</b>	Know the spelling-sound correspondences for common consonant digraphs.	<p><b>Comprehensive Teacher's Guide</b>  206, 212, 214, 215, 216, 218, 230, 518, 520, 522, 523, 524, 526</p> <p><b>Small Group Reading Teacher's Guide</b>  82, 97, 132, 152, 157, 167, 202, 207</p>
<b>RF.1.3b</b>	Decode regularly spelled one-syllable words.	<p><b>Whole Class Charts</b>  <b>Volume 2:</b> 140, 141</p> <p><b>Comprehensive Teacher's Guide</b>  502–503, 508–509, 510–511, 512–513, 514–515, 518–519, 520–521, 524–525, 526–527</p> <p><b>Small Group Reading Teacher's Guide</b>  76, 77, 178</p>

Standard	Descriptor	Citations
<b>RF.1.3c</b>	Know final -e and common vowel team conventions for representing long vowel sounds.	<p><b><u>Comprehensive Teacher's Guide</u></b> 238, 244, 246, 247, 248, 250, 262, 272, 278, 280, 281, 282, 284, 296, 304, 310, 312, 313, 314, 316, 328</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 87, 92, 102, 107, 112, 117, 122, 127, 137, 142, 147</p>
<b>RF.1.3d</b>	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<p><b><u>Comprehensive Teacher's Guide</u></b> 24</p> <p><b><u>Essential Resource Guide</u></b> 1-2, 23-24</p>
<b>RF.1.3e</b>	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p><b><u>Comprehensive Teacher's Guide</u></b> 24, 28</p> <p><b><u>Essential Resource Guide</u></b> 1-2, 23-24, 43-44</p>
<b>RF.1.3f</b>	Read words with inflectional endings.	<p><b><u>Comprehensive Teacher's Guide</u></b> 40, 50, 282, 293, 488</p> <p><b><u>Essential Resource Guide</u></b> 27, 28</p>
<b>RF.1.3g</b>	Recognize and read grade-appropriate irregularly spelled words.	<p><b><u>Comprehensive Teacher's Guide</u></b> 8, 9, 24, 40, 50, 56, 57, 61, 74, 90, 106, 107, 122, 140, 156, 157, 172, 188, 206, 207, 222, 238, 254, 255, 272, 288, 304, 305, 320, 338, 354, 355, 370, 386, 404, 405, 420, 436, 452, 453, 470, 486, 502, 503, 518, A34, A35</p>

Standard	Descriptor	Citations
	<b>Fluency</b>	
<b>RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.1.4a</b>	Read on-level text with purpose and understanding.	<p><b><u>Big Books</u></b>  <i>The Bear Who Wouldn't Share</i>: 1–24  <i>On the Move</i>: 1–16  <i>Shark in the Park</i>: 1–16  <i>The Bell in the Well</i>: 1–24  <i>Fox, Beware!</i>: 1–16  <i>What a Duck!</i>: 1–24  <i>A Play for All</i>: 1–24  <i>The Underground Dance</i>: 1–24  <i>Schools Then and Now</i>: 1–16  <i>Luisa's Lab</i>: 1–16  <i>What Do I Want to Be?</i>: 1–24  <i>How Should I Dress?</i>: 1–16  <i>My Adventure With Fluffy</i>: 1–24  <i>How to Grow a Sunflower/How to Grow a Hyacinth</i>: 1–6/1–8  <i>Citizens to Look Up To</i>: 1–24  <i>Amazing Animals</i>: 1–16</p> <p><b><u>Whole Class Charts</u></b>  <b>Volume 1</b>: 4, 7, 9, 13, 16, 18, 25, 27, 31, 34, 36, 43, 45, 49, 52, 54, 61, 63, 67, 70, 72  <b>Volume 2</b>: 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 106, 108, 112, 115, 117, 121, 124, 126, 130, 133, 135, 139, 142</p> <p><b><u>Comprehensive Teacher's Guide</u></b>  60, 258, 324</p> <p><b><u>Small Group Reading Teacher's Guide</u></b>  64, 65, 69, 84, 89, 144, 159, 199, 229, 269, 279, 314, 319</p>

Standard	Descriptor	Citations
<b>RF.1.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p><b><u>Comprehensive Teacher's Guide</u></b> 126, 292, 490</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 4, 9, 14, 80, 84, 109, 134, 174, 175, 179, 203, 204, 209, 210, 214, 219, 249, 284, 289, 304</p>
<b>RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b><u>Whole Class Charts</u></b> <b>Volume 1:</b> 68, 69 <b>Volume 2:</b> 131, 132</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 239, 243, 244–245, 248, 249, 260, 292–293</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 4, 14, 23, 38, 110, 113, 128, 210,</p> <p><b><u>Essential Resource Guide</u></b> 25, 26, 29, 30</p>

Standard	Descriptor	Citations
<b>Writing Standards</b>		
	<b>Text Types and Purposes</b>	
<b>W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<p><b><u>Comprehensive Teacher's Guide</u></b> 17, 49, 83, 115, 149, 181, 215, 247, 281, 313, 347, 379, 413, 445, 479, 511</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 30, 75, 125, 140, 170, 190, 270</p>
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<p><b><u>Comprehensive Teacher's Guide</u></b> 49, 51, 53, 61, 63, 65, 107, 113, 115, 117, 119, 123, 125, 127, 129, 131, 437, 443, 445, 447, 449, 457, 503, 509, 511, 515, 521, 523, 525, 527</p>
<b>W.1.3</b>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p><b><u>Comprehensive Teacher's Guide</u></b> 9, 15, 17, 19, 21, 25, 29, 31, 33, 75, 81, 83, 85, 87, 91, 95, 97, 99, 141, 147, 149, 151, 153, 157, 159, 161, 163, 273, 279, 281, 283, 285, 289, 291, 293, 297, 305, 311, 313, 315, 317, 321, 323, 325, 327, 329, 471, 477, 479, 481, 483, 487, 489, 495</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 80</p>
	<b>Production and Distribution of Writing</b>	
<b>W.1.4</b>	(Begins in grade 3)	N/A
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<p><b><u>Comprehensive Teacher's Guide</u></b> 29, 61, 95, 127, 161, 193, 227, 293, 325, 359, 391, 425, 457, 491, 523</p>

Standard	Descriptor	Citations
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b><u>Comprehensive Teacher's Guide</u></b> 31, 63, 195, 229, 327, 361, 427, 429, 493, 525, 527
	<b>Research to Build and Present Knowledge</b>	
<b>W.1.7</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b><u>Comprehensive Teacher's Guide</u></b> 173, 179, 181, 183, 185, 189, 191, 193, 195, 197, 239, 245, 247, 249, 251, 255, 257, 263, 371, 377, 379, 381, 383, 387, 389, 391, 393, 395, 437, 443, 445, 447, 449, 457, 461, 503, 509, 511, 515, 521, 523, 525, 527
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b><u>Whole Class Charts</u></b> <b>Volume 1:</b> 5, 6, 23, 24, 41, 42, 50, 51 <b>Volume 2:</b> 113, 114, 122, 123  <b><u>Comprehensive Teacher's Guide</u></b> 9, 17, 25, 41, 49, 57, 63, 75, 91, 115, 141, 157, 173, 179, 181, 207, 245, 247, 249, 273, 305, 311, 315, 317, 339, 345, 347, 371, 377, 379, 405, 411, 437, 471, 489, 509,  <b><u>Small Group Reading Teacher's Guide</u></b> 120, 155, 160, 190, 200
<b>W.1.9</b>	(Begins in grade 4)	N/A
	<b>Range of Writing</b>	
<b>W.1.10</b>	(Begins in grade 3)	N/A



Standard	Descriptor	Citations
<b>Speaking and Listening Standards</b>		
	<b>Comprehension and Collaboration</b>	
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
<b>SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b><u>Comprehensive Teacher's Guide</u></b> 8, 9, 28, 29, 30, 31, 32, 33, 40, 41, 60, 61, 62, 63, 74, 75, 94, 95, 96, 97, 230, 231, 262, 296, 297, 262, 263, 394, 395, 428, 429, 460, 461, 494, 495, 526, 527
<b>SL.1.1b</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<b><u>Comprehensive Teacher's Guide</u></b> 14, 15, 18, 19, 30, 31, 32, 33, 40, 41, 50, 51, 56, 57, 60, 61, 62, 63, 64, 65, 130, 131  <b><u>Small Group Reading Teacher's Guide</u></b> 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40
<b>SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.	<b><u>Comprehensive Teacher's Guide</u></b> 48, 49, 50, 51, 52, 53, 56, 57, 58, 59, 62, 63, 64, 65, 94, 95, 98, 99, 164, 165, 312, 313, 314, 315, 316, 317, 320, 321, 322, 323, 326, 327, 328, 329, 358, 359, 394, 395, 460, 461, 494, 495  <b><u>Small Group Reading Teacher's Guide</u></b> 3, 43, 53, 163, 168, 218, 223

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>Whole Class Charts</b> <b>Volume 1:</b> 5, 6, 23, 24, 41, 42, 50, 51 <b>Volume 2:</b> 113, 114, 122, 123  <u><b>Comprehensive Teacher's Guide</b></u> 40, 41, 46, 47, 304, 305, 310, 311  <u><b>Small Group Reading Teacher's Guide</b></u> 193, 313
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<u><b>Comprehensive Teacher's Guide</b></u> 74, 75, 238, 239, 436, 437
	<b>Presentation of Knowledge and Ideas</b>	
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<u><b>Comprehensive Teacher's Guide</b></u> 64, 65, 422, 423, 446, 447, 480, 481
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<u><b>Comprehensive Teacher's Guide</b></u> 30, 31, 96, 97, 128, 129, 130, 131, 160, 161, 162, 163, 224, 225, 254, 255, 262, 294, 295, 304, 305, 320, 321, 360, 361, 392, 393, 424, 425, 492, 493, 524, 525  <u><b>Small Group Reading Teacher's Guide</b></u> 30, 110, 130, 155, 160, 170, 205, 225, 255, 275, 305, 320
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	<u><b>Comprehensive Teacher's Guide</b></u> 50, 51, 58, 59, 84, 85, 116, 117, 124, 125, 150, 151, 158, 159, 196, 197, 492, 493, 512, 513  <u><b>Small Group Reading Teacher's Guide</b></u> 10

Standard	Descriptor	Citations
<b>Language Standards</b>		
	<b>Conventions of Standard English</b>	
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.1.1a</b>	Print all upper- and lowercase letters.	<u><b>Comprehensive Teacher's Guide</b></u> 250  <u><b>Small Group Reading Teacher's Guide</b></u> 34, 99
<b>L.1.1b</b>	Use common, proper, and possessive nouns.	<u><b>Comprehensive Teacher's Guide</b></u> 182, 190, 192, 216, 226, 248, 258
<b>L.1.1c</b>	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<u><b>Comprehensive Teacher's Guide</b></u> 182, 248, 310, 322, 324, 348
<b>L.1.1d</b>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	<u><b>Comprehensive Teacher's Guide</b></u> 304, 356, 380, 390, 490
<b>L.1.1e</b>	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<u><b>Comprehensive Teacher's Guide</b></u> 40, 282, 292, 314, 348
<b>L.1.1f</b>	Use frequently occurring adjectives.	<u><b>Comprehensive Teacher's Guide</b></u> 206, 212, 414, 424, 446, 452, 454, 456
<b>L.1.1g</b>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<u><b>Comprehensive Teacher's Guide</b></u> 116, 404, 512
<b>L.1.1h</b>	Use determiners (e.g., articles, demonstratives).	<u><b>Essential Resource Guide</b></u> 15, 16, 17, 18, 146, 160, 172, 178
<b>L.1.1i</b>	Use frequently occurring prepositions (e.g., during, beyond, toward).	<u><b>Comprehensive Teacher's Guide</b></u> 338, 344, 370, 376, 480, 481

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>L.1.1j</b>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b><u>Comprehensive Teacher's Guide</u></b> 60, 92, 94, 116, 126, 150, 158, 512, 522  <b><u>Small Group Reading Teacher's Guide</u></b> 10
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.1.2a</b>	Capitalize dates and names of people.	<b><u>Comprehensive Teacher's Guide</u></b> 84, 216, 226  <b><u>Small Group Reading Teacher's Guide</u></b> 214
<b>L.1.2b</b>	Use end punctuation for sentences.	<b><u>Comprehensive Teacher's Guide</u></b> 84, 122, 150, 184, 190, 192, 436, 452, 460  <b><u>Small Group Reading Teacher's Guide</u></b> 229, 239, 244
<b>L.1.2c</b>	Use commas in dates and to separate single words in a series.	<b><u>Comprehensive Teacher's Guide</u></b> 178, 338, 358, 360, 370  <b><u>Small Group Reading Teacher's Guide</u></b> 310  <b><u>Essential Resource Guide</u></b> 19, 20, 33, 34, 35, 36
<b>L.1.2d</b>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b><u>Comprehensive Teacher's Guide</u></b> 8, 24, 40, 56, 74, 90, 106
<b>L.1.2e</b>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b><u>Comprehensive Teacher's Guide</u></b> 40, 48, 140, 148, 238, 246, 338, 346, 452, 456

Standard	Descriptor	Citations
	<b>Knowledge of Language</b>	
<b>L.1.3</b>	(Begins in grade 2)	N/A
	<b>Vocabulary Acquisition and Use</b>	
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	
<b>L.1.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.	<u><b>Comprehensive Teacher's Guide</b></u> 244, 278  <u><b>Essential Resource Guide</b></u> 25-26, 29-30
<b>L.1.4b</b>	Use frequently occurring affixes as a clue to the meaning of a word.	<u><b>Comprehensive Teacher's Guide</b></u> 282, 292  <u><b>Small Group Reading Teacher's Guide</b></u> 76
<b>L.1.4c</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<u><b>Comprehensive Teacher's Guide</b></u> 40, 50, 282, 292  <u><b>Small Group Reading Teacher's Guide</b></u> 76
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
<b>L.1.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<u><b>Comprehensive Teacher's Guide</b></u> 106, 140, 182, 192, 216, 226, 228  <u><b>Small Group Reading Teacher's Guide</b></u> 153, 198

<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>L.1.5b</b>	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<p><b><u>Comprehensive Teacher's Guide</u></b> 8, 518, 522, 526</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 153, 198, 273</p> <p><b><u>Essential Resource Guide</u></b> 11, 12</p>
<b>L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<p><b><u>Comprehensive Teacher's Guide</u></b> 8, 40, 74, 85, 206, 272, 304, 314, 404</p> <p><b><u>Small Group Reading Teacher's Guide</u></b> 144</p> <p><b><u>Essential Resource Guide</u></b> 21, 22, 31, 32</p>
<b>L.1.5d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<p><b><u>Comprehensive Teacher's Guide</u></b> 46, 222, 326</p> <p><b><u>Essential Resource Guide</u></b> 7, 8</p>
<b>L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<p><b><u>Whole Class Charts</u></b>  <b>Volume 1:</b> 8, 12, 17, 21, 26, 30, 35, 39, 44, 48, 53, 57, 62, 66, 68, 69, 71  <b>Volume 2:</b> 75, 80, 84, 89, 93, 98, 102, 107, 111, 116, 120, 125, 129, 134, 138, 143</p> <p><b><u>Comprehensive Teacher's Guide</u></b> 14, 32, 48, 58, 62, 84, 106, 116, 126, 188, 194, 216, 238, 250, 272, 314, 326, 344, 358, 376, 388, 394, 404, 410, 412, 424, 428, 442, 458, 476, 482, 508, 512, 520, 526</p>